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UNITED STATES
AIR FORCE ACADEMY
CATALOGUE 1955–56

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UNITED STATES
AIR FORCE ACADEMY

ADDENDUM

AIR FORCE ACADEMY CATALOGUE, 1955–56

REVISION OF VACANCIES FOR CLASS OF 1956

This addendum provides information about reduction of vacancies for the 1956 class and the revision of quotas listed on pages 5, 6, and 7 of the catalogue.

The enrollment of approximately 400 Air Force Cadets as originally planned for the 1956 class was predicated on the date they could be accommodated at the permanent site near Colorado Springs, Colorado. Unexpected delay in construction now makes necessary the use of the temporary facilities at Lowry Air Force Base, Denver, Colorado, for a longer period than previously anticipated. As these temporary facilities are extremely limited in size, the 1956 class has been decreased to approximately 300 vacancies. These vacancies are allocated as follows:

Reference Page 5

Alabama	5	Massachusetts	7	Rhode Island	2
Arizona	2	Michigan	9	South Carolina	4
Arkansas	4	Minnesota	5	South Dakota	2
California	16	Mississippi	4	Tennessee	5
Colorado	3	Missouri	6	Texas	11
Connecticut	4	Montana	2	Utah	2
Delaware	2	Nebraska	3	Vermont	2
Florida	5	Nevada	2	Virginia	5
Georgia	5	New Hampshire	2	Washington	5
Idaho	2	New Jersey	7	West Virginia	4
Illinois	13	New Mexico	2	Wisconsin	5
Indiana	6	New York	22	Wyoming	2
Iowa	5	North Carolina	6	District of Columbia	0
Kansas	4	North Dakota	2	Territory of Hawaii	0
Kentucky	4	Ohio	12	Territory of Alaska	0
Louisiana	4	Oklahoma	4	Puerto Rico	0
Maine	3	Oregon	3	Canal Zone	0
Maryland	5	Pennsylvania	16		

Reference Pages 6 and 7

Vice Presidential	1	Regular Components	13
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Correction to Page 9: Reference made to Appendix "B" should be to Appendix "A."

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MISSION

The mission of the Air Force Academy is to provide instruction, experience, and motivation to each cadet so that he will graduate with the qualities of leadership and the knowledge required of an officer in the United States Air Force, and with a basis for continued development throughout a lifetime of service to his country, leading to readiness for responsibilities as a future air commander.

N. F. TWINING
Chief of Staff
United States Air Force

TO THE YOUNG MEN OF THE UNITED STATES

Future air commanders are gathering at the new Air Force Academy. Today they are being schooled in the science of airmanship and the nature of our world. Tomorrow, they will go forth as responsible officers in the world's most effective instrument for peace. The specialized training and education they are receiving at the Air Force Academy will earn for them respected positions in the continuing development of our national well-being. Their stature in our national structure will increase as our knowledge broadens concerning the limitless sky surrounding our planet.

These men represent a new breed of pioneer, men whose devotion to country inspires an endless search for a solution to its problems. In their ranks stand men who will one day guide the destiny of our global Air Force.

These Air Force cadets are to be congratulated for their farsightedness . . . encouraged in their pursuits . . . and wished "God Speed" in the performance of their assigned mission.

H. R. HARMON
Lieutenant General, USAF
Superintendent
United States Air Force Academy

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HISTORICAL BACKGROUND

The establishment of the Air Force Academy is the culmination of a dream of farsighted airmen that began back in the early 1920's. Men like Generals Mitchell, Arnold, Spaatz, and Vandenberg recognized the need for a separate Air Force Academy long before the Air Force became an autonomous service.

Planning for the Air Force Academy was formalized in 1948 with the establishment of an office in Headquarters USAF for the purpose of carrying out studies and making recommendations to the Chief of Staff for the eventual activation of an Air Force Academy.

In the spring of 1954 Public Law 325 of the Eighty-third Congress was enacted, granting authority to the Secretary of the Air Force to establish the United States Air Force Academy. The Secretary of the Air Force determined that the Academy should begin operation at the earliest possible time and that, prior to the completion of permanent facilities, the Academy should operate at a temporary site. Lowry Air Force Base in Denver, Colorado, is the temporary home of the Air Force Academy while the permanent home is being constructed at Colorado Springs. The first class numbers approximately three hundred cadets, admitted on 11 July 1955. The second class of approximately four hundred cadets will be admitted to the Academy at its temporary location on 9 July 1956.

CALENDAR—1955–56

Mon 11 Jul 55....Freshmen Enter and Begin Indoctrination
Sat 3 Sep 55....Freshman Indoctrination Ends
Mon 5 Sep 55....Labor Day
Tue 6 Sep 55....Transition and Academic Organizational Period Begins
Wed 7 Sep 55....Transition and Academic Organizational Period Ends
Thu 8 Sep 55....First Term Begins
Fri 11 Nov 55....Veterans' Day
Thu 24 Nov 55....Thanksgiving Day
Wed 21 Dec 55....First Term Ends and Christmas Period Begins
Mon 2 Jan 56....Christmas Period Ends
Tue 3 Jan 56....Second Term Begins
Wed 22 Feb 56....Washington's Birthday
Thu 22 Mar 56....Second Term Ends and Spring Period Begins
Sun 25 Mar 56....Spring Period Ends
Mon 26 Mar 56....Third Term Begins
Wed 30 May 56....Memorial Day
Sat 9 Jun 56....Third Term Ends
Sun 10 Jun 56....June Week Begins
Tue 12 Jun 56....June Week Ends
Wed 13 Jun 56....Sophomore Summer Training Period Begins

CALENDAR—1956–57

Mon 9 Jul 56....Freshmen Enter and Begin Indoctrination
Sat 8 Sep 56....Freshman Indoctrination Ends
Wed 12 Sep 56....Freshman First Term Begins
Sun 30 Sep 56....Sophomore Class First Term Begins (1900 hrs)
Thu 11 Nov 56....Veterans' Day
Thu 22 Nov 56....Thanksgiving Day
Fri 21 Dec 56....First Term Ends and Christmas Period Begins
Wed 2 Jan 57....Christmas Period Ends
Thu 3 Jan 57....Second Term Begins
Fri 22 Feb 57....Washington's Birthday
Thu 21 Mar 57....Second Term Ends and Spring Period Begins
Sun 24 Mar 57....Spring Period Ends
Mon 25 Mar 57....Third Term Begins
Thu 30 May 57....Memorial Day
Sat 8 Jun 57....Third Term Ends
Sun 9 Jun 57....June Week Begins
Tue 11 Jun 57....June Week Ends
Wed 12 Jun 57....Summer Training Period Begins
Mon 8 Jul 57....Freshman Class Enters and Indoctrination Period Begins

ADMINISTRATION

The United States Air Force Academy is under the general direction of the Department of the Air Force. The Secretary of the Air Force has designated the Chief of Staff of the Air Force as the officer in direct charge of all matters pertaining to the Air Force Academy.

The immediate control and administration of the Academy is vested in the Superintendent.

Superintendent, Lieutenant General H. R. Harmon
- Aide, Captain Thomas H. Curtis
- Chief of Staff, Colonel Robert R. Gideon, Jr.
- Registrar, Major James D. Hunter

Dean of Faculty, Brigadier General Don Z. Zimmerman
- Assistant Dean of Faculty, Colonel Arthur E. Boudreau

Commandant, Brigadier General Robert M. Stillman
- Director of Flying Training, Colonel Carl C. Barthel
- Director of Military Training, Colonel Benjamin B. Casiday
- Director of Physical Training, Major William C. McGlothlin

Director of Athletics, Colonel Robert V. Whitlow

CLOSING DATE FOR NOMINATIONS

To be considered for entrance to the Air Force Academy, a letter of nomination must be submitted by your nominating authority to the Air Force Academy Appointment Branch, Headquarters USAF, Washington 25, D. C., not later than 31 January 1956.

Applicants for the Regular and Reserve Component vacancies must submit their applications to their organization commanders on or before 30 November 1955.

HOW TO BECOME AN AIR FORCE CADET

ELIGIBILITY REQUIREMENTS

AGE Candidates must be at least 17 years of age and must not have reached their 22d birthday by 1 July of the year in which they enter the Academy. Applicants are required to submit a birth certificate or an authenticated copy thereof or other documentary evidence considered legally sufficient to establish date of birth.

CITIZENSHIP Candidates must be male citizens of the United States. If a candidate is a citizen of the United States by naturalization, information outlined in Appendix "C" must be provided the AF Academy Appointment Branch.

CHARACTER Candidates must be of good moral character.

MARITAL STATUS Candidates must be unmarried and must never have been married. Any cadet who shall marry, or who shall be found to be married, will be immediately separated from the Academy.

HEIGHT AND WEIGHT Candidates should be at least 5 feet 4 inches, but not more than 6 feet 4 inches tall. The weight of the individual should be within certain limits which depend upon his height. A candidate should be within the limitations listed in Appendix "D".

EDUCATIONAL QUALIFICATIONS

Any candidate who has graduated from a secondary school in the upper portion of his class and has attained good grades, or will have so graduated by the date of his admission to the Air Force Academy, has a reasonable chance in the competitive examinations. No one will be refused permission to take the examinations on the grounds that his educational record is inadequate. However, the lack of a complete secondary-school education or its equivalent may prove a handicap both in the competitive examinations and in maintaining proficiency after admission to the Academy. As a general guide, an individual seeking admission to the Air Force Academy should have as a scholastic background a minimum of fifteen units of credit. (A unit of credit is defined as the satisfactory completion of a year's study in any subject in a secondary school.)

NOMINATIONS

In order to qualify to take the competitive examinations for appointment as an Air Force Cadet, each individual must obtain a nomination from at least one of the sources described in this section. If qualified, a candidate may apply for nomination to more than one nominating source. The allotted vacancy or vacancies will be filled in order of merit as determined by the competitive processes.

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The nominating sources and vacancies are as follows:

CONGRESSIONAL In each of the forty-eight States all candidates nominated by Senators and Representatives of that State compete among themselves for the vacancies allotted to the State. Appointments from each State shall be made from among qualified candidates nominated from that State in order of merit. A table listing the number of vacancies allotted to each State is contained on the opposite page. Each Senator and Representative is authorized to nominate ten candidates. If nominated by a Senator, the candidate's residence may be anywhere in the State. If nominated by a Representative, the candidate must be a resident of the Congressional District electing that Representative.

The vacancies allocated to the forty-eight States will provide eighty-five percent of the total of approximately four hundred cadets admitted to the second class entering the Air Force Academy in July 1956. Hence, these are the competitions in which the great majority of young men wishing to enter the Academy will be interested.

Senators and Representatives are anxious to nominate the very best young men of their areas. If you feel you are qualified and wish to compete for a vacancy, write to your nominating authority requesting him to nominate you. A sample letter is provided in Appendix "F" for your use in writing to your Senator or Representative. The type of information contained in the sample letter is that information most generally desired of the individual applying for nomination. When a Congressman nominates you, he will write a letter to the Air Force Academy Appointment Branch, Headquarters USAF, Washington 25, D. C., nominating you to compete for appointment to the Air Force Academy.

A list of the vacancies per individual State for the class entering in July 1956 is as follows:

Alabama	7
Arizona	3
Arkansas	5
California	21
Colorado	4
Connecticut	5
Delaware	2
Florida	6
Georgia	7
Idaho	3
Illinois	17
Indiana	9
Iowa	6
Kansas	5
Kentucky	6
Louisiana	6
Maine	4
Maryland	6
Massachusetts	10
Michigan	12
Minnesota	7
Mississippi	5
Missouri	9
Montana	3
Nebraska	4
Nevada	2
New Hampshire	3
New Jersey	10
New Mexico	3
New York	29
North Carolina	9
North Dakota	3
Ohio	16
Oklahoma	5
Oregon	4
Pennsylvania	21
Rhode Island	3
South Carolina	5
South Dakota	3
Tennessee	7
Texas	14
Utah	3
Vermont	2
Virginia	7
Washington	5
West Virginia	5
Wisconsin	7
Wyoming	2

TERRITORIES AND POSSESSIONS

No vacancies for the class entering in 1956 at the USAF Academy exist for residents of the District of Columbia, Hawaii, Alaska, Puerto Rico, or the Canal Zone.

VICE PRESIDENTIAL One vacancy will be filled from nominations by the Vice President of the United States for the 1956 class at the United States Air Force Academy.

If you desire to be nominated by the Vice President, you should write immediately to the Office of the Vice President, Washington 25, D. C., giving your full name and address, date of birth. If you are in the military service, list your rank, service number, organization, and station.

PRESIDENTIAL Fifteen vacancies will be filled by candidates nominated by the President of the United States. These vacancies are reserved by the President on a competitive basis for sons of the members of Regular Components of the United States Air Force, Army, Navy, Marine Corps, and Coast Guard who are still in service, retired, or who died while serving therein. Adopted sons are eligible if they were adopted prior to their fifteenth birthday.

If you desire to be nominated as a Presidential candidate, you should write immediately to the United States Air Force Academy Appointment Branch, Washington 25, D. C., requesting nomination. Your letter should contain

(1) Your full name, address, and date of birth. If you are in the military service, list your rank, service number, organization, and station.

(2) The full name, rank, service number, and branch of service of the parent whose membership in the Regular Air Force, Army, Navy, Marine Corps, or Coast Guard entitles you to enter this competition.

(3) A copy of the order of the court decreeing adoption, authenticated by the Clerk of the Court, if you are an adopted son.

REGULAR COMPONENTS Fifteen vacancies are allotted on a competitive basis to members of the Regular Components of the United States Air Force and the United States Army. Information as to eligibility and the selection processes is contained in Air Force Regulation 53–10 and Army Regulation 600–690. These regulations specify the manner in which you will apply through your organization commander. Applications must be received by your organization commander on or before 30 November 1955.

RESERVE COMPONENTS Fifteen vacancies are allotted on a competitive basis to members of the Reserve Components of the United States Air Force and the United States Army. Information as to eligibility and the selection process is contained in Air Force Regulations 53–10 and Army Regulation 600–690. These regulations specify the manner in which you will apply through your organization commander. Applications must be received by your organization commander on or before 30 November 1955.

SONS OF DECEASED VETERANS Seven vacancies are allotted on a competitive basis to sons of members of all land and naval forces of the United States who were killed in action or have died of wounds or injuries received or disease contracted in active service during World War I, World War II, or subsequent to 27 June 1950. If you desire to be nominated for consideration as the son of a deceased veteran, write immediately to the United States Air Force Academy Appointment Branch, Washington 25, D. C., requesting a nomination. Your letter must include:

(1) Your full name, address, and date of birth. If you

are in the military service, list your rank, service number, organization, and station.

(2) The full name, service number, rank, and branch of service of the parent whose service-connected death entitles you to enter the competition. Include a brief statement concerning the time, place, and cause of death, together with the claim number assigned to the veteran's case by the Veterans' Administration. The Veterans' Administration will determine your eligibility and its decision is final and binding on the Secretary of the Air Force.

SONS OF MEDAL OF HONOR WINNERS

Sons of Medal of Honor winners who meet all eligibility requirements may be admitted without regard to the numbers of vacancies. These candidates are required to qualify on all entrance examinations, but selection is noncompetitive. Cadets admitted under this authorization will be in addition to those selected by competitive methods from other nominating sources. If you are qualified for nomination, write immediately to the United States Air Force Academy Appointment Branch, Washington 25, D. C. Your letter must include:

(1) Your full name, address, and date of birth. If you are in the military service, list your rank, service number, organization, and station.

(2) The full name, rank, service number, and branch of service of your parent to whom the Medal of Honor was awarded.

RE-APPLICATION

If still eligible, candidates not selected for a class entering the Academy may reapply to compete for admission to the Air Force Academy the following year.

CHANGE OF ADDRESS

Candidates must immediately notify the United States Air Force Academy Appointment Branch, Headquarters USAF, Washington 25, D. C., of any change in address. Such notification should include your complete name and old and new address.

ENTRANCE EXAMINATIONS

Each candidate must take the following examinations and tests:

The Air Force Medical Examination for Flying Training

The Air Force Pilot Aptitude and Observer Aptitude Test (Sample Questions are contained in Appendix "B")

The College Entrance Examination Board Tests

In the competitive selection process consideration is also given to the candidate's character, leadership potential, academic record, and participation in extracurricular activities. It is extremely important that the candidate include any and all information concerning his extracurricular activities in high school and college on the forms provided him.

AIR FORCE EXAMINATIONS The Air Force Medical Examination for Flying Training and the Air Force Pilot Aptitude and Observer Aptitude Test will be given at one of the Air Force Academy Examining Centers listed on the opposite page. Examinations will be given during the third week of October 1955, the third week of November 1955, the second week of December 1955, the second week of January 1956, the first three weeks of February 1956, and the first week of March 1956.

Each candidate will be notified in advance by the United States Air Force Academy Appointment Branch, Washington 25, D. C., when and where to report for these examinations. The candidate will be directed to report to the Air Force Academy Examining Center nearest his last address of record.

Upon arrival at the Examining Center each candidate will be given both the Medical Examination for Flying Training and the Pilot Aptitude and Observer Aptitude Test. To complete these examinations will require approximately four days. During this period meals and living accommodations will be provided at nominal cost.

Travel expenses to and from the Air Force Academy Examining Center are the personal responsibility of the candidate.

AIR FORCE ACADEMY EXAMINING CENTERS

BARKSDALE AIR FORCE BASE
Shreveport, Louisiana

BOLLING AIR FORCE BASE
Washington, D. C.

CHANUTE AIR FORCE BASE
Rantoul, Illinois

DAVIS-MONTHAN AIR FORCE BASE
Tucson, Arizona

ELLINGTON AIR FORCE BASE
Houston, Texas

ELLSWORTH AIR FORCE BASE
Rapid City, South Dakota

GREAT FALLS AIR FORCE BASE
Great Falls, Montana

HILL AIR FORCE BASE
Ogden, Utah

KEESLER AIR FORCE BASE
Biloxi, Mississippi

LANGLEY AIR FORCE BASE
Hampton, Virginia

LOWRY AIR FORCE BASE
Denver, Colorado

MacDILL AIR FORCE BASE
Tampa, Florida

McCHORD AIR FORCE BASE
Tacoma, Washington

MARCH AIR FORCE BASE
Riverside, California

MAXWELL AIR FORCE BASE
Montgomery, Alabama

MITCHEL AIR FORCE BASE
Hempstead, Long Island, N. Y.

MOODY AIR FORCE BASE
Valdosta, Georgia

OFFUTT AIR FORCE BASE
Omaha, Nebraska

OLMSTEAD AIR FORCE BASE
Middletown, Pennsylvania

PARKS AIR FORCE BASE
Pleasanton, California

RANDOLPH AIR FORCE BASE
San Antonio, Texas

SAMPSON AIR FORCE BASE
Sampson, New York

SCOTT AIR FORCE BASE
Belleville, Illinois

SELFRIDGE AIR FORCE BASE
Mt. Clemens, Michigan

SEWART AIR FORCE BASE
Smyrna, Tennessee

SHAW AIR FORCE BASE
Sumter, South Carolina

SHEPPARD AIR FORCE BASE
Wichita Falls, Texas

TINKER AIR FORCE BASE
Oklahoma City, Oklahoma

TRAVIS AIR FORCE BASE
Fairfield, California

WALKER AIR FORCE BASE
Boswell, New Mexico

WESTOVER AIR FORCE BASE
Chicopee Falls, Massachusetts

WRIGHT-PATTERSON AIR FORCE BASE
Dayton, Ohio

OVERSEA AIR FORCE ACADEMY EXAMINING CENTERS

RAMEY AIR FORCE BASE
Acquadilla, Puerto Rico
FEAMCOM AIR BASE
Tachikawa, Honshu, Japan
ALBROOK AIR FORCE BASE
Balboa, Canal Zone
CLARK AIR FORCE BASE
Luzon, Philippine Islands
ELENDORF AIR FORCE BASE
Anchorage, Alaska
ERNEST HARMON AIR FORCE BASE
Stephenville, Newfoundland
HICKAM AIR FORCE BASE
Honolulu, Oahu Island, T. H.
THIRD AIR FORCE HQ.
Victoria Park Estate
South Ruislip, Middlesex, England
WEISBADEN AIR BASE
Weisbaden, Germany

COLLEGE ENTRANCE EXAMINATION BOARD TESTS

These tests will be given on Saturday, 3 December 1955; Saturday, 14 January 1956; and Saturday, 17 March 1956. For the majority of candidates the examining points are in the communities in which they reside. It is expected that few, if any, candidates will have to travel more than 75 miles.

The following College Entrance Examination Board Tests must be taken. No substitutions will be accepted:

Scholastic Aptitude Tests:

1. Verbal Aptitude.
2. Mathematical Aptitude.

Achievement Tests:

1. Intermediate Mathematics Achievement.
2. English Composition Achievement.
3. Social Studies Achievement.

Air Force Academy candidates, who are also seeking admission to colleges which require additional C. E. E. B. tests, must arrange to undergo these tests at such time as will not interfere with Air Force Academy examinations.

The fee for College Entrance Examination Board Tests will be paid by the Department of the Air Force. However, should any candidate request that his scores on these tests be furnished to any other college, he will be charged the usual fee (approximately $12) for this service.

Detailed instructions and information relating to these tests will be furnished all candidates.

PRELIMINARY MEDICAL EXAMINATION Each candidate is urged to take a preliminary medical examination. There are two reasons for this:

(1) A candidate may have a disqualifying defect which, if taken care of immediately, can be corrected in time to permit him to qualify when the final medical examination is administered.

(2) If a candidate is definitely and permanently disqualified, he should know about it at once. This will save him the time and expense of taking the final medical examinations, and his withdrawal may enable some other young man to enter the competition in his stead. A list of disqualifying physical defects is given in Appendix "B."

Any candidate may take a preliminary medical examination at any Air Force, Army, or Naval installation having adequate facilities. Authorization for a preliminary medical examination may be obtained from the Congressman sponsoring the individual, or candidates (other than congressional) may present a written request for preliminary medical examination to the Air Force Academy Appointment Branch, Washington 25, D. C.

All candidates are cautioned that a preliminary medical examination is for the information and guidance of the candidate and his nominating authority. The results of such a preliminary examination are in no way binding upon the Department of the Air Force. Regardless of the results of any

preliminary medical examination, each candidate must take, at a USAF Academy Examining Center, a final Medical Examination for Flying Training.

NOTIFICATION OF SELECTION OR NONSELECTION

As soon as possible after the final examinations each candidate will be advised whether or not he has been selected for admission to the Air Force Academy. Candidates are urged to await this notification and refrain from requesting information concerning their selection status.

OATH OF ALLEGIANCE AND OBLIGATION TO SERVE

Upon admission to the Air Force Academy each cadet is required to take an Oath of Allegiance and to sign an Obligation to Serve in the United States Air Force upon graduation. These are contained in Appendix "E." Any candidate who is unwilling to sign either the Oath of Allegiance or the Obligation to Serve, or who, being a minor, is unable to obtain the consent of his parent or guardian to sign the Obligation to Serve, should immediately terminate his candidacy and so notify the USAF Academy Appointment Branch, Washington 25, D. C.

GENERAL ITEMS OF INTEREST

DEPOSIT UPON ADMISSION TO THE ACADEMY Each candidate selected for appointment as an Air Force Cadet should deposit $300 with the USAF Academy. This sum will be credited to his account and will cover part of the cost of equipment and uniforms with which he will be provided immediately upon admission. Selectees are advised to make this deposit by draft or money order payable to the Treasurer of the United States. It should be sent by Registered Mail to the Finance Officer, United States Air Force Academy, Denver 8, Colorado.

Upon leaving home to report to the USAF Academy, selectees should take with them no more money than is needed for traveling expenses. Any balance in their possession at the time of admission will be deposited to their credit with the Finance Officer.

TRAVEL EXPENSES Except for members of the Armed Services who are provided transportation under Joint Travel Regulations, selectees are allowed six cents per mile for travel expenses from their homes in the United States, or point of entry in the United States, to the Academy. Such mileage is credited to the selectee's account following his admission, unless he makes a specific written request to the Commandant of Cadets that the mileage allowance be sent to his parents.

PAY AND ALLOWANCES Air Force cadets receive their education at Government expense and in addition are paid $111.15 per month and receive an allowance for food. From this money the cadet pays for food, books, clothing, and all personal expenses.

Quarters and medical attention are provided. With proper economy during his four years at the Academy, the cadet can save enough to purchase the uniforms and equipment he will need as an officer upon graduation.

OFFICER RANK UPON GRADUATION Upon graduation from the United States Air Force Academy, a cadet will be commissioned a second lieutenant in the Regular United States Air Force.

LEAVES OF ABSENCE AND SUSPENSION OF ACADEMIC AND MILITARY DUTIES Leaves of absence, except in extreme emergencies, will not be granted during a cadet's first year at the Academy. Cadets entering in July 1956 will be granted leave for approximately four weeks during the summer of 1957.

Academic and other duties are suspended for approximately twelve days during the Christmas holiday period, and for certain national holidays.

RELIGIOUS ACTIVITIES Cadets are encouraged to participate in the religious activities of their chosen faith. USAF chaplains of Protestant, Roman Catholic, and Jewish faiths are present at the Academy to administer to the spiritual needs of the cadets.

THE FACULTY

OFFICE OF THE DEAN

Brigadier General Don Z. Zimmerman, Dean of Faculty, B.A., B.S., M.A., M.S.
Colonel Arthur E. Boudreau, Assistant Dean, B.S., E.E., M.A.
Lt Colonel Arthur J. Larsen, Director of Library, B.S., M.A., Ph.D.

OFFICE OF THE PROFESSOR OF ENGLISH

Professor:	Colonel Peter R Moody, A.B., B.S., M.A.
Associate Professors:	Lt Colonel Phillip M Patton, A.B., M.A. Lt Colonel Warren C Thompson, B.A., M.A., Ph.D. Major James L Jackson, B.A., M.A., Ph.D.
Assistant Professor:	Major Howard A. Linn, B.S., M.A.
Instructors:	Major Gerald F Richter, A.B., M.A. Captain Paul L Briand, Jr., B.A., M.A. Captain John R Gait, B.A., M.A. Captain Walter E Weese, B.A., M.A., Ph.D.

PERMANENT SITE OF T

In the summer of 1957, the Air Force Academy is scheduled to move to its pe
Colorado Springs, Colorado. Framed by the majestic Rocky Mountains, the world'
for future air commanders. Symbolically, one of America's points closest t
reservation. The Academy site was chosen by Secretary of the Air Force Harold E.
the United States and had narrowed the choice down to three. Soon the Aca

E AIR FORCE ACADEMY

ent site on a 17,500-acre plateau of rolling ranchland eight miles north of
t modern education and training facilities will rise to form the seat of learning
sky, towering Pikes Peak, rises above and just beyond the pine-covered
tt after a site selection committee had considered proposed locations throughout
s permanent buildings will be rising among Colorado's mountain plateaus.

OFFICE OF PROFESSOR OF HISTORY

Professor:	Colonel John L Frisbee, A.B., B.F.T., M.A.
Associate Professors:	Lt Colonel George V Fagan, B.S., M.A., Ph. D.
	Lt Colonel Walter J Schweiger, A.B., M.A.
	Lt Colonel Silas R Molyneaux, A.B., M.A.
Instructors:	Major Donald D Braden, A.B., M.A., Ph.D.
	Major Chauncey W Meacham, B.S., M.Ph.
	Captain Harold H Hitchens, A.B., M.A.
	Captain Arthur R Kirkpatrick, A.B., M.A., Ph.D.
	Captain John G Williams, Jr., B.S., M.A.

OFFICE OF THE PROFESSOR OF GEOGRAPHY

Professor:	Colonel Josephus A Bowman, B.S., M.P.A.
Associate Professor:	Lt Colonel Joseph E Terry, B.A., M.A.
Assistant Professors:	Lt Colonel Robert E Showalter, B.A.
	Major Robert T Ramsaur, A.B., M.A., Ed.D.
	Major Raymond H Stan, A.B., A.M.

OFFICE OF THE PROFESSOR OF PHILOSOPHY

Professor:	Colonel Thomas L Crystal, B.S., M.A.
Associate Professor:	Lt Colonel Cornelius D Sullivan, B.A., M.A.
Assistant Professors:	Lt Colonel Gabriel D Ofiesh, A.B., M.A.
	Captain John S Albright, A.B., M.A.
	Captain Fred A Brockway, A.B., M.A.

OFFICE OF THE PROFESSOR OF LAW

Professor:	Colonel Allen W Rigsby, A.B., L.L.B.
Instructors:	Lt Colonel Christopher L Munch, B.S., J.D.
	Major Alvin L Berthelsen, A.B., L.L.B.
	Major Harold R Vague, A.B., L.L.B.

OFFICE OF THE PROFESSOR OF MATHEMATICS

Professor:	Colonel Archie Higdon, B.S., M.S., Ph.D.
Associate Professor:	Lt Colonel John W Ault, B.S., M.A.
Assistant Professors:	Lt Colonel Jean C Hempstead, B.S., M.A., C.E.
	Lt Colonel John W Querry, B.S., M.S., Ph.D.
	Major Jacob F Blackburn, A.B., M.A., Ph.D.
Instructors:	Major William R Fuchs, B.S., M. S.
	Captain Lawrence G Campbell, B.A., M.A.
	Captain William D Marsland, Jr., B.A., M.A.
	Captain Stewart Young, B.S., M.S.

OFFICE OF THE PROFESSOR OF GRAPHICS

Professor:	Colonel James S Barko, B.S., M.S.
Associate Professors:	Lt Colonel Wyley L Baxter, B.S.
	Lt Colonel Theodore J Michel, B.S.
Assistant Professor:	Major Franklin W Taylor, B.S.
Instructors:	Captain Lewis C. L. Browne, B.S.
	Captain John W Coffey, Jr., B.S., A.E.
	Captain Donald R Woods, B.S., M.S., C.E.
	1st Lt Donald S Smith, B.S.

OFFICE OF THE PROFESSOR OF CHEMISTRY-PHYSICS

Professor:	Colonel James V G Wilson, B.S., M.S.
Associate Professor:	Lt Colonel William T Woodyard, B.S., A.M.
Assistant Professors:	Lt Colonel William H Stephens, B.A., M.S.
	Lt Colonel Julius L Yucker, Jr., B.S., M.A., M.S.
	Major Ronald M Howard, B.A., M.S.
	Major Robert W Rowden, B.S., M.S., Ph.D.
Instructors:	Major John N. Robinson, B.S.
	Captain Willis S Anderson, B.A., B.S., M.S.

PROGRAM OF INSTRUCTION

The program of instruction at the Air Force Academy provides four years of undergraduate study and, concurrently, four years of specialized training referred to as the airmanship program. This composite training leads to the award of a degree of Bachelor of Science, a rating of Aircraft Observer, and a commission in the Regular Air Force.

ACADEMIC PROGRAM

The program of academic instruction at the United States Air Force Academy provides four years of undergraduate study leading to a baccalaureate degree. Except for an elective (Foreign Languages or Aircraft Design) in the senior year, the curriculum is prescribed.

In general, the curriculum covers the three primary areas of learning—humanities, social studies, and sciences. Courses are integrated and coordinated to present related courses as continuous learning rather than as unrelated segments of knowledge. Air Force Academy cadets are expected to acquire a knowledge of the world about them, an understanding of the people in that world, a skill in dealing with these people, a thorough knowledge of mathematics, and a fundamental knowledge of the basic and engineering sciences with emphasis on aeronautical subjects. Because the graduate must confront successfully a diversity of intellectual problems as an Air Force officer, the course of study has the character of both a liberal arts and an engineering education. In all courses and on all occasions throughout the four years, cadets will be judged on their ability to express themselves.

The courses taught are shown below: Courses in the 100 series are taught during the freshman year; the 200 series in the sophomore year; the 300 series in the junior year; and the 400 series in the senior year.

ENGLISH 101–102–103 trains the cadet in the skills of reading, writing, listening, and speaking. Major emphasis is placed on developing clarity and correctness in writing. As a background for his composition work, the cadet is given extensive reading in expository essays; in addition, he is given an introduction to such literary types as the novel, biography, drama, and poetry. The cadet receives his initial experience in public speaking by giving several short speeches designed to increase his self-confidence as a speaker.

ENGLISH 201–202–203 begins the cadet's instruction in literature and continues to develop his skill in writing and speaking. The major portion of the cadet's study is concerned with masterworks of Western literature up through the Renaissance. Whenever feasible, the literature selected for study will deal with the relationship between the military profession and Western culture. Writing and speaking exercises throughout the year further develop the cadet's ability to write well and to speak before groups.

ENGLISH 301–302–303 deals with Western literature since the Renaissance, with emphasis on American literature. The course also offers the cadet additional training in writing, public speaking, and conference techniques.

ENGLISH 401 climaxes the cadet's instruction in the humanities by introducing the cadet to some masterpieces of the fine arts. In addition to further study in literature, instruction consists of discussion and analysis of selected works in music, architecture, sculpture, and painting.

HISTORY 101–102–103 is designed to familiarize the cadet with the nature and development of civilizations, their historical antecedents, and their influence in shaping the modern world. Provided with a knowledge of man's cultural past, the cadet will be better able to appraise the present and to plan for the future.

HISTORY 201–202–203 is a study of American history. The objective is to give the cadet a knowledge of the political, social, economic, and cultural factors from which the present-day United States has evolved. The course acquaints the cadet with the role and responsibilities of the United States as a world power.

HISTORY 301–302–303 is designed as the climax of the history program. It is a course in recent world history, providing a world-wide survey of the principal events and movements of the last two generations. Attention is given to political, economic, military, and diplomatic history as well as to the exploration of contemporary cultural and social factors.

MILITARY HISTORY 401–402–403 is designed to familiarize the cadet with military maneuvers, the principles of war, command responsibilities, and the positive qualities of leadership. Cadets make an objective study of the characters and intellects of great military leaders, weighed against their accomplishments in the field. Qualities of leadership which have accounted for successful military careers as well as those qualities which indicate poor leadership are given special attention.

FOREIGN LANGUAGE 401–402–403 is designed primarily to develop in the cadet a competence in speaking and understanding the language. The course is functional and the languages offered are mainly dependent on the needs of the Air Force.

GEOGRAPHY 101 is designed to compare the individual regions of the world in order to give the cadet an understanding of the reasons for progress in some areas and lack of progress in others. The course is treated from the concept of airpower as conditioned by space relationships.

PHILOSOPHY 101 is designed to develop effective thinking. The cadet learns to express himself clearly and trenchantly, to distinguish valid reasoning from that which is invalid, to recognize the errors of mistaken argument, and to apply the tests of logic to any discourse.

PSYCHOLOGY 201 is designed in the light of the axiom that the success of all military operations depends on the effective use of human resources in terms of the everyday behavior of people. This is studied both to help each cadet understand himself better and for the practical purpose of obtaining the most effective use of manpower. Each cadet gains an appreciation of the professional problems of aviation psychology and the methods of managing personnel skillfully and effectively.

LAW 201 is designed to teach the cadet the function of law in the military service. It acquaints him with certain legal rights, duties, and obligations in order to improve the quality of his military contributions and his citizenship, and to enable him to contribute to the stability of organized society.

ECONOMICS AND COMPARATIVE SYSTEMS 301–302–303, to be presented concurrently with American and Comparative Governments, is designed to develop in the cadet a knowledge of basic economic principles, concepts, facts, and institutions. The course is concerned with the American economy and a comparison of the American economic system with the economic systems of other nations.

AMERICAN AND COMPARATIVE GOVERNMENTS 301–302–303 is designed to develop in the cadet a knowledge of the political traditions and heritage of America. The course includes a survey of the governmental structure of the major powers of the world today. The strengths and weaknesses of each government as well as its hopes and prospects for the future are taken up in detail.

MANAGEMENT 401 is a capstone course to synthesize the education and training of the cadet in one of his primary professional responsibility as an Air Force Officer—managing resources. The course employs the case method and is designed to demonstrate how business management principles can often be adapted to the Air Force to help produce maximum effectiveness in the use of human and material resources.

INTERNATIONAL RELATIONS 401–402–403 is designed to acquaint the cadet with the rise and growth of nationalism, the nationwide state systems, and the interstate relationships which have resulted. All facets of international relations ranging from tacit understandings to total war are considered. The latter part of the course is devoted to the study of the national security of the United States.

MATHEMATICS 101–102–103 is designed to provide the cadet with a broad but thorough knowledge of mathematical processes and their practical applications, and give him the capability to apply mathematical concepts in the preparation for and conduct of aerial warfare. The course consists of the fundamentals of college algebra, plane and spherical trigonometry, use of the slide rule, and analytic geometry.

MATHEMATICS 201–202–203 is a continuation of Mathematics 101–102–103. It consists of the fundamentals of differential calculus, integral calculus, applied calculus, and differential equations.

GRAPHICS 101–102–103 is divided into two major parts: maps and charts, and engineering drawing. The portion devoted to maps and charts is designed to teach the cadet to read and understand aerial photographs, topographic maps and aeronautical charts. A considerable portion of the theory of dead reckoning required for the observer training program is covered in this portion of the course. The engineering portion of the course is designed to provide the cadet with the ability to read and understand engineering drawings with facility. Particular emphasis is placed upon aircraft drawings including Air Force specifications, nomenclature, and applications.

CHEMISTRY 101–102–103 is designed to train the cadets to think scientifically and to impart information which is of professional and cultural value to them, with special emphasis on topics that are of particular interest to the Air Force. The development of the fundamental principles of the kineticmolecular theory, periodic law, properties of solutions, chemical formulas, nuclear chemistry, acid-base theory, chemical reactions, chemical equilibria, and the concept of equivalent weights and the combining capacity of the elements is stressed. The important chemical theories are developed and their use in interpreting reactions studied. Problems illustrating the important chemical principles are solved.

The work in the laboratory periods is largely qualitative. Development of good technique is sought, together with the ability to observe accurately and to reason logically from laboratory data.

A brief introduction to the fields of organic chemistry and analytical chemistry is included in the course.

PHYSICS 201–202–203 covers principles of mechanics, hydrodynamics, heat and basic thermodynamics, kinetic theory, electricity and magnetism, sound, light and optics, meteorology, climatology, and atomic and nuclear physics.

ELECTRICAL ENGINEERING AND ELECTRONICS 301–302–303 is designed to give the cadet a basic knowledge of the electrical and electronic components of the complete military airplane and guided missile. This includes study of radio, radar, and magnetic systems. The entire requirements in electricity and magnetism for the aerial navigation program are also met by this course.

MECHANICS AND MATERIALS 301–302–303 is designed to give the cadet a working knowledge of the basic principles of statics, dynamics, mechanics of materials, and properties of engineering materials—all with particular reference to aircraft. The basic procedures for testing materials will be included.

THERMODYNAMICS 401–402–403 is designed to give the cadet a knowledge of the various phenomena of energy with particular reference to the laws which govern the transformation of energy. The course specifically deals with the transformation of heat into useful work and power, with particular reference to gas turbines and rocket motors as used in aircraft and weapons.

AERODYNAMICS 401–402–403 is designed to give the cadet a knowledge of the behavior of forces that act on the component parts of an aircraft and how these forces affect aircraft design. The cadet acquires the basic fundamentals of fluid mechanics, airfoils in two-and-three-dimensional flow, and the aerodynamic forces on propellers.

AIRCRAFT DESIGN 401–402–403 is designed to relate the various phases of aeronautical training by an integrated design problem. This problem requires the application of techniques learned in physics, mechanics and materials, electrical engineering and electronics, thermodynamics and aerodynamics. Each class is divided into teams which are required to design an aircraft. Each member of the team acts as a specialist in one of the above areas and strives to improve performance by minimizing structural weight, and to improve range by improving powerplant and other characteristics.

ACADEMIC CURRICULUM

(The academic year consists of three terms of 11 weeks each except that the first term of the freshman year is 14 weeks long.)

FRESHMAN YEAR

Courses	*Term Hours*
Mathematics 101, 102, 103	10½
Chemistry 101, 102, 103	9
English 101, 102, 103	9
History 101, 102, 103	7½
Philosophy 101 [1]	3¾
Geography 101 [1]	3¾
Graphics 101, 102, 103	4
Total	47½

SOPHOMORE YEAR

Courses	*Term Hours*
Mathematics 201, 202, 203	10½
Physics 201, 202, 203	10½
English 201, 202, 203	7½
History 201, 202, 203	7½
Psychology 201 [1]	7½
Law 201 [1]	7½
Total	51

JUNIOR YEAR

Courses	*Term Hours*
Mechanics and Materials 301, 302, 303	10½
Electrical Engineering and Electronics 301, 302, 303	10½
Economics and Comparative Systems 301, 302, 303	9
American and Comparative Governments 301, 302, 303	7½
English 301, 302, 303	7½
History 301, 302, 303	7½
Total	52½

SENIOR YEAR

Courses	*Term Hours*
Thermodynamics 401, 402, 403	9
Aerodynamics 401, 402, 403	9
International Relations 401, 402, 403	9
Military History 401, 402, 403	7½
English 401 [1]	3
Management 401 [1]	3
Foreign Languages or Aircraft Design 401, 402, 403	12
Total	52½

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[1] One and one-half terms each.

AIRMANSHIP PROGRAM

The purpose of the Airmanship Program is to train and condition the cadet for his role of leadership in the field of aviation. Toward this end he is instructed in the composition, administration, and control of military forces; he is given thorough training in the art of leadership; he is trained to full qualification as a rated aerial navigator; and he is given indoctrination training in piloting aircraft. The cadet is developed physically to such condition as will permit him most successfully to employ the skills he acquires.

The Airmanship Program is directed by the Commandant of Cadets and is continuous throughout the four years. It includes three primary courses: Military Training, Flying Training, and Physical Training.

MILITARY TRAINING This program starts promptly upon the cadet's arrival at the Academy and has as its objective the provision of a broad military education, the development of character, and the ready acceptance of the highest standards of self discipline. Toward this end each cadet is given instruction in the practical application of leadership and the opportunity to participate in field problems and tests. The objective is to teach cadets the techniques which will enable them to exercise effectively the authority vested in commissioned officers. Cadets are afforded opportunities to practice these techniques and demonstrate their progress in seminars, in athletic competitions, in field tests, and in the exercise of command within the military organization of the Cadet Wing. In an intangible manner this program is in effect twenty-four hours a day as the cadet lives his daily life. The education in Military Training includes the basic concepts of airpower and air tactics and acquaints the cadet with the equipment and techniques of all the Armed Forces of the United States.

FRESHMAN YEAR During the Freshman summer (his first nine weeks at the Academy) the new cadet is given basic military training and indoctrination in the military values of duty and honor. This period is one of intensive training designed to prepare the new cadet to take his place within the Air Force Cadet Wing. Physical conditioning, through participation in team sports as well as calisthenics and drill, plays a large part in this first training period. At the end of this period, the cadet is physically and mentally prepared for full participation in the military, flying, and academic training offered at the Air Force Academy.

Throughout the remainder of the Freshman year military instruction continues in the school of the airman, military courtesy and discipline, care of his individual weapons and equipment, and guard duty. The cadet surveys the organization of the Department of Defense and receives classroom instruction on the organization and functions of the major operational components of the Air Force.

SOPHOMORE YEAR The Sophomore summer is introduced by a two-week trip via air transport to installations of the Strategic, Tactical, and Air Defense Commands where the cadet sees the Air Force "at work," correlates his instruction of the previous winter, and sees the results of the teamwork for which he is being prepared. Following this trip the cadet is given a four-week leave. After this leave he is sent to an Air Training Command base for two weeks of pilot indoctrination training. Upon his return to the Academy, and for the remainder of the summer, his time is devoted to flying and military training. This training includes qualification firing of the carbine and pistol, drill, and instruction in airbase defense and basic support activities, such as armament, communications, maintenance, supply and airborne equipment.

During the academic year this class receives instruction in the organization and functions of Air Force support units and commands, such as the Air Weather Service, the Air and Airways Communication Service, Air Material Command, Air Research and Development Command, and Air Proving Ground Command. Leadership training is introduced at this time, and the responsibilities of noncommissioned officers are stressed.

JUNIOR YEAR A two-week trip to various bases of the major support elements of the Air Force, such as the Air Materiel Command, the Air University, and the Air Proving Ground Command inaugurates the Junior summer. At these bases Air Force Cadets will receive instruction in the support functions fulfilled by these commands. They will also be shown the latest models of aircraft and guided missiles, witness a firepower demonstration at the Air Proving Ground, and will receive orientation instruction in nuclear weapons. After a four-week leave, the cadet will travel to Stead Air Force Base where he will participate in a two-week course in survival training. He will then return to the Academy for accelerated navigation and military training. During this training, operational activities of the Armed Forces are treated extensively to include the roles and mission of the Army and the Navy air tactics, air strategy, organization of the Armed Forces for joint action, and the conduct of air operations.

During the Junior academic year, military instruction will be centered on a continuation of leadership training.

SENIOR YEAR For the Senior class arrangements are being made for visits to installations of the other services where Air Force cadets may observe the Army and the Navy in action. Later during the summer each cadet is given what will probably be his best opportunity to put into practice the leadership he has developed. This occurs when he joins his classmates in accepting the responsibility for the training of the incoming Freshman class.

After a four-week leave, the cadet is given instruction in overall personnel administration and management of the Air Force. This instruction continues throughout the academic year. The academic course of Military History 401–402 given during this year synthesizes the theory of all military instruction given the cadet throughout his four years.

FLYING TRAINING Each cadet is given a full course in aerial navigation. The theoretical and practical knowledge required of an aerial navigator is an ideal foundation for future specialization in pilot, navigator-bombardier, electronic countermeasure, guided missile, and other operational fields. This navigation training is closely integrated with the instruction given by the Academic Department, and the combined instruction will be comparable to the training given by the Air Training Command in the Primary-Basic Observer Course. The U. S. Air Force Academy graduate who successfully completes the course in aerial navigation is awarded the wings and permanent flying rating of an Aircraft Observer. An Air Force Academy cadet becoming physically disqualified for navigation subsequent to entering the Academy will, if otherwise qualified, be graduated and commissioned a second Lieutenant in the Regular United States Air Force.

AIR INSTRUCTION

Freshman Year	2 flights—3 hours each	6*
Sophomore Summer	4 flights—5 hours each	20
	(Light-plane pilot training—15 hours)	
Sophomore Year	7 flights—5 hours each	35
Junior Summer	4 flights—5 hours each	20
Junior Year	7 flights—5 hours each	35
Senior Summer	4 flights—5 hours each	20
Senior Year	7 flights—5 hours each	35
		171
Total hours of instruction		556

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*Aircraft familiarization.

AERIAL NAVIGATION TRAINING

(Aircraft Observer Rating)

GROUND INSTRUCTION

Freshman Summer	27 hours
Physiological Training (17)	
Equipment Orientation (10)	
Freshman Year	51.5 hours
Dead Reckoning (49.5)	
Briefings & Critiques (2)	
Sophomore Summer	56 hours
Dead Reckoning (20)	
Celestial Navigation (20)	
Physiological Training (8)	
Briefings & Critiques (8)	
Sophomore Year	51.5 hours
Celestial Navigation (37.5)	
Briefings & Critiques (14)	
Junior Summer	48 hours
Celestial Navigation (20)	
Polar Navigation (20)	
Briefings & Critiques (8)	
Junior Year	51.5 hours
Radar (37.5)	
Briefings & Critiques (14)	
Senior Summer	48 hours
Loran (20)	
Pressure Pattern (20)	
Briefings & Critiques (8)	
Senior Year	51.5 hours
Advanced Techniques & Equipment (37.5)	
Briefings & Critiques (14)	
	385 hours

PHYSIOLOGICAL TRAINING is desgined to give the cadet an understanding of the physical characteristics of the atmosphere and their effects on the flier. Instruction is given concerning the effects of altitude on respiration, hypoxia (lack of oxygen), and decompression sickness. Cadets are taught to recognize the symptoms associated with these conditions. This training is augmented by instruction given during the academic year in the chemistry course.

EQUIPMENT ORIENTATION enables the cadet to understand the use and the care of personal equipment such as parachutes, life jackets and life rafts. He is thoroughly oriented to the type of aircraft in which he will be flying (primarily the T–29, the twin-engine Convair Navigation Trainer). He will understand all appropriate emergency procedures.

DEAD RECKONING, studied during the Freshman year and the Sophomore summer, gives the cadet a thorough understanding of the fundamentals of navigation. This training includes practice with all types of dead reckoning instruments, such as compasses, airspeed indicators, altimeters, and driftmeters. Through the medium of problems and the use of the dead reckoning trainer all aspects of navigation by deduced reckoning will be covered. The dead reckoning training is supplemented by training in physics, graphics and mathematics courses.

CELESTIAL NAVIGATION, presented during the Sophomore summer and year and the Junior summer, is designed to give the cadet a broad understanding of the celestial universe and the celestial sphere. Thorough knowledge is imparted on the real and apparent motions in the celestial sphere. A planetarium is utilized to portray more vividly the celestial-terrestrial relationships. Upon completion of the course the cadet is able to identify the major celestial bodies, to make sextant observations, to work and plot celestial lines of positions (LOP's), and to determine positions using LOP's and DR (dead reckoning) information. He will be able to navigate an aircraft using celestial observances as an aid to dead reckoning. The mathematics course complements the instruction in celestial navigation.

POLAR NAVIGATION acquaints the cadet with the problems peculiar to navigation in the polar latitudes, where normal methods do not suffice, owing to the unreliability of the magnetic compass in these areas. The cadet is taught polar flight plan procedures incorporating the United States Air Force polar grid system, polar celestial navigation procedures, and the gyrograph system. Upon completion of this course the cadet is able to flight plan and navigate an aircraft on a polar mission.

PRESSURE PATTERN, an aid to navigation based on analysis of meteorological pressure systems, is designed to enable the navigator to determine the routes and altitudes which offer the most favorable wind conditions and to use atmospheric pressure changes as an indication of position. The cadet will become familiar with the pressure lines of position (PLOP's), the Bellamy drift theory, and the theory of wave propagation. This course will be given during the Senior summer.

LORAN (Long-Range Navigation) is an aid to navigation based on electronic measurement of time differences between received radio signals. It enables the navigator to find either a line of position or a fix, using special charts showing hyperbolic lines of position. The cadet becomes qualified in the electronic equipment involved and the associated operating procedures.

RADAR, a course given during the Junior year, is designed to acquaint the cadet with the basic principles of radar, the various types of equipment, and the purposes and limitations of each. The student will be qualified in the use of plan-position indicator radar as an aid to navigation. This course will be completed by instruction in electricity and magnetism given during the academic program in the electrical engineering course.

ADVANCED TECHNIQUES AND EQUIPMENT is a course which will prepare the cadet for the special requirements of the modern high speed, high altitude, high performance aircraft. This course introduces the cadet to specialized equipment and informs him concerning equipment which is still in the planning stage.

AIR INSTRUCTION for the aerial navigation course is given in the "Flying Classroom," the T–29 Navigation Trainer. This aircraft, a twin-engine Convair transport, has been modified by addition of twelve navigation positions. At four of these stations, the students have individual radar indicators. At the other eight, the students have a complete set of dead reckoning instruments in addition to radio and loran indicators. Flying these aircraft for the cadet training missions is the principal duty of a group of highly qualified pilots. The missions flown, as indicated in the tabulation preceding, are for the purpose of putting into actual practice those specific techniques of navigation skill that have been taught in ground school.

PILOT TRAINING is given to all cadets for the purposes of indoctrination and familiarization. The many facets of cadet training which must be completed during the span of four years preclude the possibility of offering a complete course of pilot training at the Academy. However, an indoctrination phase of pilot training is given during the Sophomore summer to insure a fundamental appreciation by all graduates of pilot reactions and the physical problems of piloting. This training is given in several types of aircraft currently being used in pilot training in the Air Training Command.

PHYSICAL TRAINING The objectives of this training are to insure that each cadet is physically fit, that he receives sufficient recreation, that he learns and practices good sportsmanship, and that he develops a keen and healthy competitive spirit.

During their freshman summer at the Academy, cadets participate in a comprehensive physical training program that will improve posture, increase muscular development and provide recreation. After the academic year begins, the program includes instruction and participation in the majority of American sports.

All cadets participate in varsity sports or in the intramural sports program in which the various squadrons compete among themselves in the seasonal sports. This intramural program, a specific part of the physical education program, offers every cadet the opportunity to compete in sports of his preference. Further, experience is afforded in organizing, coaching, and officiating in these activities. Since upperclassmen are instructors, this program provides an excellent laboratory for the development of leadership and instructional abilities. Instruction is afforded to all cadets in golf, tennis, squash and other sports that will be useful to the officer in later years.

The immediate outcome of the physical training program is that each graduate will possess the physical stamina for aerial flight. A long-range result of this program will be that the knowledge and skill developed in Air Force Academy graduates will help the Air Force maintain a high standard of physical fitness.

INTERCOLLEGIATE ATHLETICS

To provide recreation, to further broaden the overall education of the Air Force Academy Cadet and to foster the development of teamwork and spirited competition, a complete intercollegiate athletic program is provided.

As the Academy expands and develops the program will include football, basketball, baseball, tennis, golf, swimming, hockey, and other sports.

APPENDIX A

SAMPLE QUESTIONS—AIR FORCE TESTS

1. Reading Comprehension

The examinee is required to answer questions based upon the content of difficult reading passages.

2. Vocabulary

The examinee is required to identify a word or phrase which most nearly corresponds in meaning to a given word.

Examples: Synonyms

1. Soothsayer

1–A speaker.
*1–B prophet.
1–C comforter.
1–D singer.
1–E peacemaker.

2. Mean

2–A ugly.
*2–B base.
2–C noble.
2–D bad-tempered.
2–E nice.

3. A dogma

3–A religion.
3–B authority.
3–C faith.
*3–D a doctrine.
3–E docile.

4. to evoke

4–A to take back.
4–B to turn back.
*4–C to extract.
4–D to extend.
4–E to argue.

Antonyms: In each of the following questions select the word opposite from the first.

1. fragile

1–A frangible.
1–B feminine.
*1–C tough.
1–D elongated.
1–E brittle.

2. frequent

2–A fragile.
2–B permissible.
*2–C scarce.
2–D cerise.
2–E sane.

3. General Knowledge

The examinee is required to answer questions concerning art, music, literature, history, etc.

Example:

1. Which of the following men composed "Swan Lake"?

1–A Schubert.
1–B Brahms.
1–C Mozart.
1–D Schumann.
*1–E Tchaikovsky.

4. Aviation Information

The examinee is required to answer questions concerning aerodynamics, flying, aircraft identification, navigation, etc.

Example:

1. The "Aircobra," a plane used during World War II was a:

1–A twin engine bomber.
1–B twin engine fighter.
1–C single engine dive bomber.
*1–D single engine fighter.
1–E navy reconnaissance plane.

5. General Science

The examinee is required to answer questions concerning physics, biology, chemistry, astronomy, etc.

Example:

1. Which of the following planets is closest to the sun?

1–A Jupiter.
1–B Mars.
1–C Saturn.
1–D Pluto.
*1–E Venus.

2. Physics: Three boys are on a teeter board, one boy weighing 100 lbs. is 6 ft. from the fulcrum and a second boy weighing 75 lbs. on the same side is 4 ft. from the fulcrum.

How far from the fulcrum will a third boy weighing 100 lbs. have to sit to balance the other two boys?

2–A 4 ft.
2–B 5½ ft.
2–C 7 ft.
*2–D 9 ft.
2–E 10 ft.

3. Chemistry: Complete and balance the following equation for aluminum and dilute sulphuric acid.

$2Al + 3H_2SO_4 \rightarrow$

3–A $Al_2(SO_4)_3 + 3SO_2 + 6H_2O$
3–B $AlSO_4 + SO_2 + 2H_2O$
3–C $AlSO_4 + H_2$
3–D $4Al_2(SO_4)3 + 3H_2S + 12H_2O$
*3–E $Al_2(SO_4)3 + 3H_2$

6. Arithmetic Reasoning

The examinee is required to find the solutions to stated arithmetic problems.

Example:

1. If a plane flew 150 miles at 300 miles per hour and 400 miles at 250 miles per hour, what would be its average rate of speed for the complete 550 mile trip?

1–A 273.6 miles per hour
*1–B 261.9 miles per hour
1–C 260.0 miles per hour
1–D 255.7 miles per hour
1–E 251.8 miles per hour

2. Algebra: Solve the *simultaneous equations* $2x+3y=6$
$x+3y=3$

2–A $x=1$ $y=3$
2–B $x=2$ $y=2$
2–C $x=3$ $y=1$
*2–D $x=3$ $y=0$
2–E $x=0$ $y=3$

3. Trigonometry

A man is standing 100 ft. from the base of a flag pole. The angle of inclination to the top of the pole is 40 degrees. Find the height of the flag pole.

Tan 40° = .83910	sin 40° = .64279	cos 40° = .76604
Tan 50° = 1.19180	sin 50° = .76604	cos 50° = .64279

3–A 64.279 ft.
3–B 119.18 ft.
*3–C 83.91 ft.
3–D 76.604 ft.
3–E 100.00 ft.

7. General Mathematics

The examinee is required to answer questions concerning the basic principles of algebra, trigonometry, geometry, etc.

Example:

1. If $A+B=C^2$, then C would equal

*1–A $\sqrt{A+B}$
1–B $(A+B)^2$
1–C $\frac{A+B}{2}$
1–D $\sqrt{A}+\sqrt{B}$
1–E A^2+B^2

8. Table Reading

The examinee is required to answer questions by correctly reading and interpreting data from tables of numbers.

Table Reading Test

Directions: In this test you will use the following four tables, each one which is used for a different air speed. These tables are used for finding either a drift correction or the ground speed of a plane when the airspeed, the wind velocity, and the wind angle are known. Notice that each table contains three sections under the heading "Wind Velocity." Each of these three sections is, in turn, divided into two columns headed "Dri. Cor." (for Drift Correction) and "Gro. Spd." (for Ground Speed). At the left-hand edge of each of the four tables you will find wind angles from 0 to 90.

Your task is to use the four tables to find the "Drift Correction" or the "Ground Speed" from the information given in each item in three columns; in the left-hand column is the Air Speed, in the middle column is the Wind Velocity and in the right-hand column is the Wind Angle. At the right of these columns is the statement of what you are to find—either the Drift Correction or the Ground Speed. Look at sample problem I in the next column. Next, look at the table headed AIR SPEED 100 MILE PER HOUR. Then find the section in this table headed WIND VELOCITY 20 M. P. H. In this section, look at the column headed Drift Correction. Follow this column down to the row labeled WIND ANGLE 90. The entry in the table at this intersection is 12, and this is the correct answer. Of the five choices in sample problem I, choice D is 12. Therefore, on the sample answer sheet, space D has been blackened.

Now look at sample problem II. To find the correct answer, look at the table headed AIR SPEED 180 MILES PER HOUR. Then locate the section of the table headed WIND VELOCITY 10 M. P. H. In this section, look at the column headed Ground Speed. Follow this column down to the row labeled WIND ANGLE 50. The entry in the table at this intersection is 173, and this is the correct answer. Of the five choices in sample problem II, choice A is 173. Therefore, on the sample answer sheet, space A has been blackened.

SAMPLE PROBLEMS:

	Air Speed	Wind Veloc	Wind Angle	What is the					
I	100	20	90	Dri. Cor.	A	B	C	D	E
II	180	10	50	Gro. Spd.	173	133	176	175	170
				Dri. Cor.	6	9	5	12	8

Sample Answer Sheet

I	A	B	C	D	E
II	A	B	C	D	E

PRACTICE PROBLEMS:

	Air Speed	Wind Veloc	Wind Angle	What is the	A	B	C	D	E
241.	100	10	90	Dri. Cor.	100	3	4	5	6
242.	180	15	0	Gro. Spd.	156	166	165	160	170

AIR SPEED 100 MILES PER HOUR
WIND VELOCITY

	10 MPH		15 MPH		20 MPH	
Wind Angle	Dri Cor	Gro Spd	Dri Cor	Gro Spd	Dri Cor	Gro Spd
0	0	90	0	85	0	80
10	1	90	1	85	0	80
20	2	90	3	86	4	81
30	3	91	4	87	6	82
40	4	92	6	88	7	84
50	4	93	7	90	9	86
60	5	94	7	92	10	89
70	5	96	8	94	11	92
80	6	98	8	96	11	95
90	6	100	9	99	12	98

AIR SPEED 120 MILES PER HOUR
WIND VELOCITY

	10 MPH		15 MPH		20 MPH	
Wind Angle	Dri Cor	Gro Spd	Dri Cor	Gro Spd	Dri Cor	Gro Spd
0	0	110	0	105	0	100
10	1	110	1	105	2	100
20	2	110	2	106	3	101
30	2	111	4	107	5	102
40	3	112	5	108	6	104
50	4	113	6	110	7	106
60	4	115	6	112	8	109
70	5	116	7	114	9	112
80	5	118	7	116	9	115
90	5	120	7	119	10	118

AIR SPEED 140 MILES PER HOUR
WIND VELOCITY

	10 MPH		15 MPH		20 MPH	
Wind Angle	Dri Cor	Gro Spd	Dri Cor	Gro Spd	Dri Cor	Gro Spd
0	0	130	0	125	0	120
10	1	130	1	125	1	120
20	1	130	2	126	3	121
30	2	131	3	127	4	123
40	3	132	4	128	5	124
50	3	133	5	130	6	126
60	3	135	5	132	7	129
70	4	136	6	134	8	132
80	4	138	6	136	8	135
90	4	140	6	139	8	139

AIR SPEED 180 MILES PER HOUR
WIND VELOCITY

	10 MPH		15 MPH		20 MPH	
Wind Angle	Dri Cor	Gro Spd	Dri Cor	Gro Spd	Dri Cor	Gro Spd
0	0	170	0	165	0	160
10	1	170	1	165	0	160
20	1	170	2	166	3	156
30	2	171	2	167	3	163
40	2	173	3	168	4	164
50	2	173	4	170	5	167
60	3	175	4	172	6	169
70	3	176	5	174	6	172
80	3	178	5	177	6	176
90	3	180	5	180	6	179

9. Aerial Landmarks

The examinee is required to identify corresponding points on two aerial photographs of the same terrain taken from different altitudes and directions.

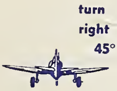
10. Spatial Orientation

The examinee is required to study small sections of an aerial photograph and then to identify the same sections on a photograph which encompasses a larger area.

11. Instrument Comprehension

The examinee is required to study the readings of two instruments and then to identify from five photographs the plane which has the same position in flight as indicated by the instrument readings.

Each item in this test consists of two dials and five silhouettes of airplanes in flight. Your task is to determine which one of the five airplanes is MOST NEARLY in the position indicated by the two dials. YOU ARE ALWAYS LOOKING NORTH AT THE SAME ALTITUDE AS EACH OF THE PLANES. EAST IS ALWAYS TO YOUR RIGHT AS YOU LOOK AT THE PAGE. Items X and Y are samples. Now look at Sample X below.



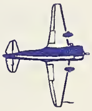
SAMPLE X

A

B

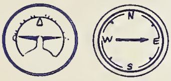
C

D



E

The dial labeled ARTIFICIAL HORIZON shows that the airplane is neither climbing nor diving and that it is not banked. The dial labeled COMPASS shows that it is headed southeast. The only one of the five airplanes silhouettes that meets these specifications is the box lettered C, so the answer to Sample X is C.



SAMPLE Y

A

B

C

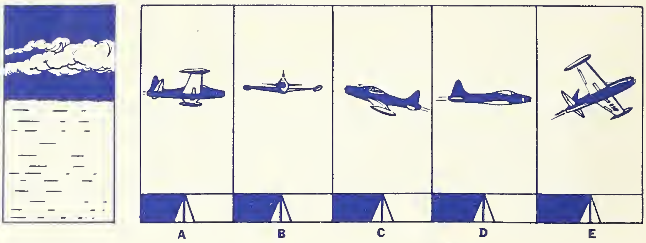
D

E

12. Aerial Orientation

A drawing is presented which represents a pilot's cockpit view of land, ocean, and sky. The examinee is required to study this view and then identify in which of five planes the pilot must be. Each plane is in a different flight position.

Directions: This part tests your ability to see the relationship between an airplane and the territory over which it is flying. In each question, the view at the left-hand edge of the page shows what the pilot sees from the cockpit when he looks straight ahead. Your problem is to figure out which of the five planes pictured at right is in such a position that the pilot would see the view shown at the left when he looks straight ahead from the cockpit.



The view at the left-hand edge of the page shows what the pilot sees as he looks straight ahead. The ocean extends to the horizon with no land visible. On the right are five pictures of a plane in different positions over the coastline. Notice that the ocean is to the right in each picture and the land to the left. Notice, too, that in each picture you are looking along the coastline as far as the eye can see.

It is apparent that the view at the left can be seen by a pilot looking straight ahead only if the plane is headed out to sea. Also the plane must be in level flight and not banked. If the plane were climbing, less ocean would be seen because the pilot would be looking somewhat up and toward the sky; if the plane were banked, the horizon would be slanted relative to the edges of his window. The only one of the five planes at the right that is headed out to sea in straight-and-level flight is choice D; so you should blacken Space D.

13. Visualization of Maneuvers.

This is a test of your ability to visualize airplane maneuvers. Imagine yourself in the air as a pilot of a plane, such as the one illustrated below on the far left. From this starting position you will be directed to maneuver another position. Notice in the example below that you are directed to "Turn Right 45° " One of the five pictures on the right shows your plane in its correct final position after you have completed the directed maneuver.

Your task in this test will be to select the plane which has maneuvered correctly, according to the directions given in the particular problem.

The correct answer in the illustration above is D.

There are three possible kinds of maneuvers:

1. Movement of the nose up or down.
2. Turns to the right or left.
3. Rolls to the right or left.

All movements—up, down, right or left—are relative to the pilot in the plane. In executing a maneuver, imagine yourself in the cockpit. Do not think of the ground and sky or the top and bottom of the page as reference points.

14. Mechanical Information

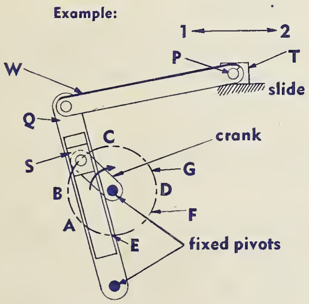
The examinee is required to answer questions concerning automotive and aircraft mechanics.

Example:

1. An overdrive in an automobile—
   1–A increases the rated horsepower
   1–B gives added power for climbing hills
   1–C automatically adjusts carburetor for higher speeds
   1–D controls the timing of cylinder explosions at high speeds
   *1–E provides an extra forward gear

15. Mechanical Principles

The examinee is required to study diagrams of mechanical devices and then to answer questions concerning the function of parts, interrelation of components, etc.



In the device above, the crank turns at constant speed in the direction of the arrow.

1. In two full turns of the crank, arm Q changes its direction of motion—

   1–A once
   1–B twice
   1–C three times
   *1–D four times
   1–E eight times

16. Biographical Inventory

The examinee is requested to answer questions concerning his personal experience, home background, and education.

Example:

1. How well did you succeed in the study of foreign languages in school or college?

1–A exceptionally well
1–B above average
1–C average
1–D below average
1–E never studied a foreign language

17. Activity Inventory

The examinee is required to answer questions concerning his preference for certain kinds of activities.

Example:

1. Would you enjoy working on a farm some distance from town?

1–A Yes, I would.
1–B No, I wouldn't.

APPENDIX B

PHYSICAL DISQUALIFYING FACTORS

The following are specific physical disqualifications which are provided for information only.

a. Electrocardiographic or Radiologic Evidence of—

(1) Cardiac arrhythmia excepting sinus arrhythmia.

(2) Conduction defects, including partial or complete auriculoventricular block, bundle branch block, and Wolff-Parkinson-White Syndrome.

(3) Paroxysmal tachycardia of any origin, including auricular flutter and Wolff-Parkinson-White Syndrome.

(4) Past or present myocardial, pulmonary, or pericardial disease, except for residual calcified lesions of primary tuberculosis in the pulmonary parenchyma and hilar lymph nodes, provided the size, number, and character of such lesions are not such as to suggest the possibility of reactivation.

(5) Valvular deformity, congenital defects, or acquired abnormalities of the shape, size, and position of the heart, including funnel chest, and all types of mediastinal displacement.

b. History or Clinical Finding of . . .

(1) Albuminuria

(2) Glycosuria

(3) Any type of tuberculosis other than a healed primary complex.

(4) Any type of chronic or recurrent non-tuberculosis pulmonary disease, including asthma, severe bronchitis, cystic disease, pleurisy with effusion, pneumoconiosis of any degree, fibrosis, emphysema, diaphragmatic paralysis, or adhesions, and the results of surgical correction of such disease.

(5) Any type of chronic or recurrent gastrointestinal disease, including gastritis, peptic ulcer, cholecystitis, regional enteritis, colitis, proctitis, and fistula in ano.

(6) Any type of chronic or recurrent genitourinary disease including urinary lithiasis, and congenital or developmental abnormalities.

(7) Any type of venereal disease, or any persistent serological reaction indicative of venereal disease, except cured urethritis due to gonorrhea.

(8) Any type of chronic or recurrent musculoskeletal disease or disability.

(9) Any chronic or recurrent neurological disease, and any residual effects or lesions of healed acute neurological disease sufficient to produce a detectable disability.

(10) Any chronic or recurrent psychiatric or psychosomatic disease, and any history of acute behavior disorder.

(11) Any major or minor convulsive manifestation except a single convulsion in childhood associated with an acute febrile disease.

c. Causes for Disqualification, Dental, and Oral . . .

(1) Any dental defects, such as carious teeth, malformed teeth, defective restorations, defective prosthetic appliances, acute or chronic gingival or alveolar conditions, and missing teeth essential to personal appearance or proper mastication of a normal diet, until corrected or replaced.

(2) Severe malocclusion of the teeth or malrelation of the jaws sufficient to adversely affect the individual's health or appearance.

(3) Insufficient maxillary or mandibular alveolar process to satisfactorily support the natural teeth or prosthetic replacements.

(4) Any oral defect or abnormality considered likely to limit the examinee's flying activities.

d. Causes for Disqualification, Eyes . . .

(1) Visual acuity less than 20/20 uncorrected in each eye.

(2) Color perception less than normal.

(3) Any ocular muscle imbalance manifested by obvious deviation of the eyes or demonstrated by appropriate tests (including cycloplegic examination).

(4) Any chronic or recurrent disease of eye or eyelids which may encroach upon the pupillary area or otherwise cause reduction in visual acuity, to include damage to or involvement of the optic nerve and the lens or its capsule.

APPENDIX C

The following is the certificate to be provided by an individual who has attained his citizenship by naturalization:

I certify that I have seen this date the original certificate of

citizenship number .... stating

that ....
(Full Name)

was admitted to United States citizenship by the Court of

.... on ....
(County and State) (Date)

The following named person was named in the certificate as a

minor child ....
(Full Name)

age ....

The foregoing certificate is to be authenticated by a notary public or other persons authorized by law to administer oaths.

Facsimiles or copies, photographs or otherwise, will not be made of naturalization certificates under any circumstances. Act 25 June 1948 (62 Stat. 767; 18 U.S.C. 1426 (h)) provides that—

> Whoever, without lawful authority, prints, photographs, makes or executes any print or impression in the likeness of a certificate of arrival, declaration of intention to become a citizen, or certificate of naturalization or citizenship, or any part thereof, shall be fined not more than $5,000 or imprisoned not more than five years, or both.

APPENDIX D

Height and weight limitations which reflect the minimum and maximum physical standards are as follows:

Height in Inches	*Weight*	
	Minimum	*Maximum*
64	113	159
65	115	163
66	117	166
67	121	171
68	125	176
69	129	181
70	133	186
71	137	191
72	141	196
73	145	201
74	149	206
75	153	211
76	157	216

APPENDIX E

Upon admission to the USAF Academy each Cadet is required to take the following Oath of Allegiance and to sign the Obligation to Serve.

OATH OF ALLEGIANCE TO THE UNITED STATES

"I, ____________*(Name)*____________, having been appointed an Air Force Cadet in the United States Air Force, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion, and that I will well and faithfully discharge the duties of the office on which I am about to enter; SO HELP ME GOD."

OBLIGATION TO SERVE

"I, ____________*(Name)*____________, having been appointed an Air Force Cadet of the United States Air Force, do hereby engage, with the consent of my parents or guardian if I am a minor, unless sooner discharged by competent authority—

a. To complete the course of instruction at the United States Air Force Academy;

b. If tendered an appointment as a commissioned officer in the Regular Air Force upon graduation from the United States Air Force Academy, to accept such appointment and to serve under such appointment for not less than 3 consecutive years immediately following the date of graduation;

c. In the event of the acceptance of my resignation from a commissioned status in the Regular Air Force prior to the sixth anniversary of my graduation, or in the event of an appointment in the Regular Air Force not being tendered, to accept a commission which may be tendered me in the Reserve component of the United States Air Force and not resign from such Reserve component prior to such sixth anniversary;

d. To undertake the flying training program leading to an observer's rating while a cadet, and the pilot's training subsequent to graduation and, if qualified, to accept these ratings if awarded, and to participate in frequent and regular aerial flights upon being awarded the aeronautical ratings."

APPENDIX F

The following is a sample letter for the use of the prospective candidate in requesting a nomination from his Senator or Representative.

Honorable
(House of Representatives) (Senate)

Dear Mr. ....:

It has been my desire for some time to make the United States Air Force my career.

It is respectfully requested that I be permitted to compete with other young men from my Congressional district to be named as one of your ten nominees for cadet vacancies in the United States Air Force Academy.

To the best of my knowledge I believe that I meet the physical standards necessary for admission to the USAF Academy.

The following personal data is furnished for your consideration:

Name . . . .
Address . . . .
Parent's Name . . . .
Parent's Address . . . .
High School Attended . . ..
College Attended . . . .
Height: .... Weight: ....

I will graduate from .... High School on ....(Date)........ I stand approximately .... in a class of .... with an approximate average of .... I have been active in extracurricular activities (list attached).

Thank you for any consideration that you may give me.

Sincerely,

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